

Blended Learning in an English Listening and Speaking Course: Freshmen's Voice and Choice

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Abstract—Listening and speaking skills clearly turn into a critical ability for language students as those skills facilitate the fruitful adaptation, particularly on the advancement of education and technology. There have been numerous studies investigating that blended learning supports the enhancement of students' language skills, especially reading and writing skills. However, few discuss how listening and speaking skills are productively conducted in a blended learning mode. This study aimed to explore the students' voice on blended learning implementation in the Listening and Speaking for Formal Setting course at one Islamic Private University in Yogyakarta. It also investigated the students' choice on their class mode preference for other future courses: full face-to-face or the combination of both face-to-face and online modes. Six English Language Education Department (ELED) freshmen who enrolled the course was selectively chosen using snowball sampling technique to participate in this study. Using an in-depth interview and observation of the online learning course website, this study indicated that the blended learning model being designed was suitable for the students' learning needs. Furthermore, the students perceived that blending the face-to-face with the online meetings for the listening and speaking course was an effective delivery mode for the following reasons: various learning materials, interactive yet challenging activities, appropriate to the students' proficiency level, relevant to the course syllabus, flexible, and improved language skills. Regarding which delivery mode the participants prefer, the majority indicated to have a blended learning mode for their other future courses.

Keywords—*blended learning approach, learning management system, language learning, listening and speaking course*

I. INTRODUCTION

Speaking is considered as one of the core competencies in language learning to master. It has important roles in communication. Students need to master speaking skill as it is an important skill required for daily interaction with other people both for academic and interpersonal context [1]. S. M. F. El-Sakka [1]; M. Bashir, M. Azeem, Ashiq, and H. Dogar [2] indicated that an effective oral interaction in using the target language with different utterers presents the fruitful of language learning. It infers that the success of speaking skill becomes an essential part of language learning in order to communicate with others. Consequently, increasing speaking ability is considered as an important effort to be taken. In addition, M. Bahadofar [3] asserted that speaking is considered to be an essential element in learning a language. Within this context, speaking is a key to communication with the purpose to express ideas orally, coherently, fluently and appropriately.

Though speaking skill plays an important role in students' language acquisition, this skill is often considered as the most challenging language skill, as students need to go through a complicated process in order to speak correctly and understandably. In order to achieve successful speaking, students need to have sufficient language knowledge and good psychological state. Speaking includes a combination of both cognitive aspects [2] and psychological aspects or mental state [4]. In addition, B. M. Shabani [5] agreed that speaking has dependably been a challenging skill compared to the other language skills. Further, he contended that the reason why speaking is more difficult than other skills is as in speaking, a person is required to directly recall all the related information to be able to utter suitable responses within a very limited time. Differ from speaking, in other skills, the person may have enough time to respond using the target language.

In addition to speaking skills, the ability to listen is crucial in communication. Communication involves an interaction with one or more students and a decent skill of listening and recognizing how other people feel and think [6]. Thus, listening is worth to master too. Along with the speaking skill. These two integrated skills become a perfect combination of a successful communication. Thus, students are expected to become competence in speaking and listening skills to successfully communicate with the target language.

The 4.0 industrial revolution has come into existence causing massive changes and differences in any aspects of life, including education. Education 4.0 requires teachers to improve the capacity of their students to implement current technology which could assist them grow with the new knowledge and skills. Regarding the pedagogical field, innovations including mobile computing, social network, and open source applications have led to an opportunity to build a learning ecosystem where personalized learning is characterized by independent learning and time can be built. As a result, students can become more autonomous, and have an ability to design their own educational trajectories based on their personal goals. With an increasing degree of complexity, it is highly vital to promote deep learning. This can be attained with the increased application of Information Communication and Technology (ICT). This is with the reason why ICT, as asserted by T. Suwannasom, and E. C. Novio [7], is strongly recommended to be implemented in such a way where it could enrich the classroom interaction and essentially presents an innovation into language instruction in various modes of learning setting and atmosphere.

The era has also undeniably given a new impetus to the changes in the area of English language instructions. In addition to this, the availability of ICT and digital devices has transformed the foreign-language instruction, changed the nature of information dissemination, and expanded the learning experiences. One of which is online course. In view of this, the online course is noteworthy to enhance the students' language acquisition. Though so, using only online mode in language instruction is not sufficient. There are some problems that might occur, for instance, the absence of verbal and facial prompts, non-verbal communication, technological literacy, and the lack of students' commitment. Consequently, to minimize those shortcomings, one of the solutions is by implementing blended learning, which is the combination of conventional instruction technique and web-based-learning.

Blended learning is therefore an effective solution for a foreign-language instruction. The underlying reasons are as it can enhance the lesson delivery, vary the teaching techniques, advantage students' learning capacity, and promote students' achievement of the learning goals. Face-to-face instruction mode increases learning motivation, interest, enhances communication, and develops a feeling of network in the classroom, while web-based learning, as claimed by R. D. Garrison, and N. D. Vaughan [8], provides planning adaptability, advances intuitiveness, encourages network building, and gives a changeless record and flexible time. They further asserted that blended learning can enhance teacher-student interaction, encourage students' commitment in learning, intensify adaptability in the learning process, and chance for constant enhancement.

Despite an increasing awareness of blended learning approach, it is surprising that limited numbers of empirical researches have addressed the issue regarding the instructional design of blended learning and the evaluation of its implementation, especially for teaching certain language skills. Previous works have been limited to and mostly discussed the blended learning implementation to portray both the students' and the teachers' experience, satisfaction, and belief towards the blended learning implementation in general; also, to compare the students' achievement with and without the blended learning approach.

Studies on students' satisfaction with blended learning approach indicated some benefits, especially in comparison to the online format alone. Some of the findings indicated that students enjoyed flexible scheduling, self-paced materials online, and direct contact with teacher and other students in blended learning courses [9, 10]. In addition, students also acknowledged that such approach assisted them to be more responsible for their own learning [11]. Nevertheless, some concerns were voiced by students in blended learning classes. Some learners became increasingly worried about their own time management and organizational abilities throughout the semester [12].

The current study explored the students' voice on blended learning implementation of a listening and speaking course in an EFL classroom setting. In addition, it investigated the students' choice on their class mode preference for other future courses either full face-to-face or blended learning modes.

Inferred from the research background above, this study was conducted with the following purposes:

1. To explore the students' voice on blended learning implementation in an English listening and speaking course at a University level. This purpose is to figure out the appropriateness of the course design, content, and activities both in the offline and the online modes.
2. To investigate the students' choice on which delivery mode they prefer for other listening and speaking courses, and other courses in general. This refers to the use of either full face-to-face or blended learning modes.

II. LITERATURE REVIEW

A. A Blended Learning Design for Foreign-Language Instruction

Some scholars have proposed different definitions of blended learning instruction. P. Sharma, and B. Barrett [13] identified blended learning as a combination of traditional in-classroom meeting and a proper implementation of innovation technology to facilitate language learning. In addition, Clark [14] considered blended learning as an approach to education which merges the face-to-face and online instruction modes by involving students in both offline and online interactions [15]. This language learning mode has been prevalently implemented in the educational setting during the past few years.

Some previous studies have uncovered the significance of blended learning implementation into language learning. Aycock, Garnham, and Kaleta [16] asserted that the power of blended learning approach lies on its flexibility and pedagogical effectiveness. It infers that its implementation provides dynamic learning procedures and is efficient for enhancing students' academic achievement. In addition, incorporating blended learning approach in classrooms enhances the students' learning results and cultivates a constant learning process as learning is not 'a one-time occasion' [15, 17]. That notion illustrates the learning process in which students are facilitated to learn both inside and outside the classroom. Thus, they could continue learning and explore the materials online after having the offline session.

Consequently, blended learning approach that integrates face-to-face meeting and proper utilization of innovation is advantageous for teachers to conduct their foreign-language instruction and improve students' achievement. It also offers language teachers and students with a lot more chances to investigate the utmost reasonable blend of instruction and styles of learning in a particular situation [13]. D. Marsh [18] also emphasized that its implementation provides directions which can attract students' attention and are currently viewed as an essential part in any language learning educational programs.

Those evidences clarify how blended learning significantly affects language instruction from the secondary to tertiary educational levels. The use of online instruction as a supplement to face-to-face instruction improves the chance for better learning results. Blended learning instruction facilitates different collaboration modes for students and their teacher to be both together and separated. Besides, students have a flexible time and place to accomplish the learning objectives at their own pace as blended learning integrates the adoption of educational technology.

B. The Framework of Blended Learning Instruction Model

Within the context of this study, the university offers some courses which could enhance its students' language skills. Regarding the listening and speaking skills, the courses offered are Listening and Speaking for Formal Setting and Listening and Speaking for Formal Setting (for the first semester), also Listening and Speaking for Academic Purposes and Listening and Speaking for Career Development (for the second semester). Those courses differ in the learning objectives, topics, learning materials, tasks, and assessments. Each of the course facilitates an extensive opportunity to develop the students' English language and communication abilities particular to their field and profession. Since 2017, the university has required its faculty members to conduct a blended learning approach into their classroom instruction. Responding the request, one of those courses was designed and conducted as a blended learning mode, which is Listening and Speaking for Formal Setting course.

After its implementation, a concern regarding how the students respond to the blended learning implementation was raised. That intention came as blended learning requires its respondents to be autonomous and self-regulated. In addition, being able to manage time well and having sufficient ability to operate the technology are other things needed [19, 20]. Thus, examining the students' voices more closely regarding the blended learning implementation is undeniably significant.

C. The Course Design

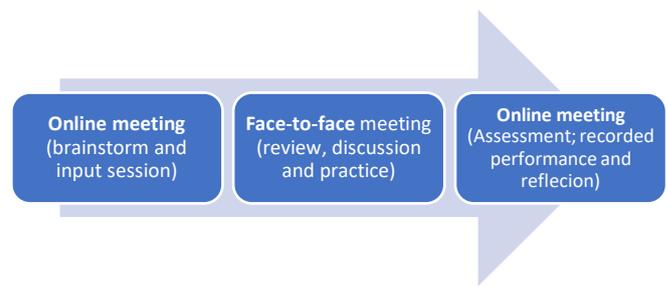
The blended learning model of the Listening and Speaking for Formal Setting (LSFS) course was designed by taking these elements into account, including: the learning objectives, materials, activities, educational technology tools, teacher's roles, students' roles, and assessment techniques. Those components construct an efficient and successful blended learning implementation. The components also became the foundation for planning and designing the online learning contents. The course designs were as follows:

1. Comprehend listening to English conversation or dialogue from audio recordings
2. Perform making and responding to formal invitation using correct and appropriate English expressions in role play
3. Use appropriate language for making and answering phone call in a formal setting
4. Demonstrate the ability to lead and participate in a meeting using proper language expressions for giving opinion, interrupting, agreeing and disagreeing
5. Demonstrate the ability to become an effective Master of Ceremony (MC) in a formal event.

D. The Course Content

The course was designed as a 16-week course, combining the face-to-face meetings as the main component and the online meetings as supplementary which are provided and conducted prior to and after the face-to-face meeting.

FIGURE 1: ONLINE AND FACE-TO-FACE MODES OF THE LSFS COURSE



The online meetings were conducted through Moodle which is the university-based Learning Management System (LMS). This LMS is set up and organized by the university administrators. The Moodle provides an incredible collection of features essentials for online learning. During the implementation, the teacher incorporating both synchronous and asynchronous widgets which were embedded in the LMS. Some of the learning activities were live chat, online discussion or forum, quizzes, tests, and assignments, which require the students to perform active listening and speaking skills to accomplish each of the activity. Those features were frequently used during the course to promote the students' active participation on the collaborative learning process [21]. In addition, the activities were conducted in order to enable meaningful online learning experience which incorporates the following fundamental components, including: "discourse, reflection, and writing" [22].

Additionally, online lecture videos were also provided as the input sessions either prior or after the learning activities. They were used as the media to provide contents of the new lesson topics, language features, and language usage examples to the students. Those input sessions, however, were always followed by other learning media and learning materials to facilitate different learning styles and to promote the students' understanding towards the lesson. The videos were also created and provided in a relatively short duration to maintain students' retention. The input sessions were rather given prior to the weekly activities and tasks through the online lecture videos in the LMS than being delivered by the teacher in the classroom by what is so-called as the traditional classroom lectures. The face-to-face meetings were then used as a follow-up activity towards the lessons which were provided in the online meeting for concept clarification, group or class discussion, and practice.

With those features offered by Moodle in the online learning mode and combined with the follow-up activities in the offline learning mode, the instruction has been changing into a more students-centered manner as the teachers act as a facilitator, and the students have more responsibility to manage their own learning process. The provided activities have also facilitated the development of behavioral, emotional, and cognitive competencies [23]. According to A. G. Picciano [24], blending the classroom instruction not only enables providing various learning contents but also facilitating students with social and emotional engagement. Students should be involved in both the offline and the online interaction sessions with different varieties of methods for the input session, practice, evaluation, and assessment of students' progress. The LSFS blended learning course was thus designed by adopting those principles.

III. METHODOLOGY

A. Research Setting

This research was conducted at one private university in Yogyakarta. This university has been long known for its breakthrough innovation on its education system. One of them could be represented through its online learning implementation, especially through the blended learning instruction. The university has strongly promoted and supported its faculty members to conduct blended learning into their classroom instruction. Some grants have also been offered since 2017 for their teachers who implement it.

B. Participants

The subjects of this study were the first-year students majoring in the English Language Education Department (ELED) who enrolled the Listening and Speaking for Formal Setting course during the odd semester of academic year 2018. Six freshmen were selected based on some criteria, including: their active participation both in the face-to-face and the online learning environments, their on-time task completions, and their cooperativeness during the course. Those six freshmen were taken from three different classes. In order to maintain the participants' confidentiality, pseudonym was used. In addition, prior to the data gathering process, the participants were informed that any information or data they provide will be used for the research purpose only. The participants of this study were five females and one male, and they were identified as Dyane, Ferro, Hilda, Arleta, Shanti, and Antoni.

C. Data Collection and Analysis

The blended learning instruction of the LSFS course was designed for the in-side classroom and online modes. The online mode was conducted through Moodle web-based application at <http://www.learning.lang.umy.ac.id>. The webpage was observed to investigate its appropriateness of its course design, content, and activities to the course objectives. The course lesson plan and materials being hosted in the learning management system (LMS) were also observed to picture the blended learning implementation. Those resources serve as a guideline to conduct an interview with the participants in terms of those three components.

In addition, the researcher conducted interviews with the participants in order to get in-depth information from the participants regarding their views towards the LSFS blended learning course implementation and their preference on the course mode. Besides, interview enabled the researcher to identify and understand the body language and facial expressions better. As pointed out by L. Cohen, L. Manion, and K. Morrison [25], interview is a flexible tool for data collection which involves multi-sensory channels to be used: verbal, non-verbal, spoken and heard, and allows the interviewer to clarify and gain complex and deep issues. The interview was conducted in Bahasa Indonesia to avoid misunderstanding between both parties. It is also the language spoken by the participants; thus, it is expected that the participants would speak freely without limitation and hesitation. During the interview, the participants were asked which part of this course they enjoyed and/or challenged them the most, what they think of the course design (the blended learning model) of this course in general, whether the course design has enhanced their English language skills, and

whether they like other teachers/courses to implement the same instructional design.

D. Trustworthiness and Data Analysis

In order to ensure the data trustworthiness, member checking was conducted by asking the participants to review the transcripts of dialogues that they have participated during the interview [26]. The purpose of selecting member checking in this study was to make sure that their answers are suitable with the transcripts. After transcribing the interview, the researcher contacted the participants back to confirm and clarify the data. From doing the member checking, the six freshmen participants confirmed that the written transcripts were clear and in-line with what they provided.

In order to draw conclusion of the participants voice and choice regarding the LSFS blended learning course implementation, the data were coded. Strauss and Corbin as cited in L. Cohen, L. Manion, and K. Morrison [25] described coding as a process of breaking down segments of text data into smaller unit based on the relevant criteria, and then examining, comparing, conceptualizing, and categorizing the data. The researcher followed several procedures in coding the data, namely: open, analytical, axial, and selective coding.

IV. RESULTS AND DISCUSSION

As an effort to provide better blended learning experiences, investigating the users' voices and choices towards its implementation is worth conducted. The objectives of this study were articulated as the followings: 1) exploring the students' voice on the blended learning implementation in an English listening and speaking course at a University level. 2) investigating the students' choice on which delivery mode they prefer for other courses. Thus, both of the research questions were answered by conducting observation of the online learning webpage and interview with the six freshmen participants.

A. Students' Voices towards the LSFS Blended Learning Course Implementation

This section presents some points related to how the six freshmen participants value their learning experiences in joining the LSFS course which combines both the in-class and the online learning sessions. The study reported that in general the participants perceived the combination of the offline and the online meetings as a valuable learning experience and was appropriate to be conducted in a language learning context. They shared their perspective and experience regarding the variety of the course learning materials, and learning activities, level of difficulty, relevance of the activity and materials to the course syllabus, clear directions of the activities, flexibility of time and place during the online learning sessions, enhancement of their language skills, support to different learning styles, practice of time management, and limitation for direct response. Further discussion about the finding is presented as follows.

1) *The Learning Materials were Comprehensive and Varied.* The blended learning approach provides wide-ranging varieties of learning materials the students could possibly have. The students could access different types and forms of learning materials suitable for their individual learning styles. As observed from the online learning webpage, the students were provided by texts such as document or pdf, slides, audio or online podcast, video, and

other embedded links for the further readings throughout the course. All the six freshmen participants noticed that blended learning was resourceful.

“It [the course] has all the materials I need to learn about the lesson!”, Ferro.

“The thing I like the most from the course was that it provided different forms of materials I could access and learn before the class”, Hilda.

In addition, Antoni admitted, *“To me, the materials were comprehensive for completing the task that the lecturer gave us.”*

Their responses indicated that the materials were comprehensive as the materials cover the information needed to study the lesson and to complete the tasks given by the teacher. Especially in the online learning context, the students need more information or knowledge as it is not conducted under the direct supervision of the teacher. This finding inferred that blended learning provides various instructional materials they can access both inside and off-classroom, thus, they can control their learning pace to understand the lesson better. This finding is in support with W. W. Porter, C. R. Graham, R. G. Bodily, D. S. Sandberg’s [27] study which revealed that blended learning enabled the students to control their learning pace, either to learn the lessons prior to the offline meeting or to enrich their understanding towards the topic after the face-to-face meeting.

2) *The Activities were Interactive, yet, Challenging.* During the interviews, the participants shared their stories with regard to the activities they experienced in joining the LSFS blended learning course throughout the semester. The six participants expressed that discussion forums, quizzes, assignments were the activities they had especially in the online learning sessions. Dyane mentioned that the activity she engaged the most was the listening comprehension practices. While for Hilda, she admitted that she enjoyed doing the quizzes, posting replies, and giving feedback to the forum discussion. Differ from Dyane and Hilda, Arleta preferred to watch online video tutorials about the lessons and did the follow-up comprehension activities.

For the in-class delivery, the freshmen experienced follow-up activities on the topic and its language expressions they learnt prior to the meeting through the online learning platform. Ferro, Shanti, and Antoni pointed out the offline activities include review on the language expressions, group and/or class discussion, and speaking skill practice.

The participants said that combining both online and classroom learning provides varied activities compared to having only a full face-to-face delivery mode. In addition, the findings revealed that the activities in the LSFS Blended Learning course were engaging. In the interview, the participant stated that:

“I am easily distracted in learning. By integrating an access to technology and internet access into the learning process both inside and off-classroom, I am more engaged, and my retention was prolonged”, Shanti.

In align, another pointed out:

“It was interesting to have blended learning course. If I don’t understand something in the class, I can watch my

online video lessons. If I could not catch the online materials, I could clarify and ask my teacher when I met her in the classroom’, Antoni.

Hilda, Ferro, and Antony explicitly stated that the activities were somehow challenging, especially the online quizzes and the video recording assignments. *“I found out that the quizzes were challenging. We have to learn the materials first before taking the quiz, otherwise, you’ll definitely get low score”*, Hilda. A similar comment was made by Ferro and Antony who stated that the video recording assessments were the most demanding task for the course.

The participants’ experiences indicated that they found blended learning course to be interactive and engaging. This is supported by A. G. Picciano [24] who asserted that blending the classroom instruction not only enables providing various learning contents but also facilitating students with social and emotional engagement. In addition, this finding suggests that the activities in a blended learning course should be mindfully chosen and designed in order to prompt students’ engagement which later stimulates meaningful learning experiences.

3) *The Course Fit the Students’ Language Proficiency Level.* The participants indicated that the materials and the activities provided in the LSFS Blended Learning course was appropriate to their language proficiency level as the first semester students-freshmen. The finding is manifested in the following excerpts:

“The difficulty level of the activities and the learning materials was appropriate to the students’ language level”, Ferro.

Other participant, Hilda, believed that as long as the students learnt the provided materials prior to doing the activity or joining the class, they can follow the discussion fruitfully. Those responses confirmed that the level of difficulty of both the learning materials and activities of the LSFS course had been adjusted to the freshmen’s proficiency level. In addition, in order to be successful in joining the course, each student is strongly recommended to study the lessons through the online learning webpage prior to having the face-to-face meeting.

This study suggested that in designing a blended learning course, both in the offline and the online delivery, teachers should consider their students’ level off competence. Especially freshmen, the possibility of the background knowledge and competence is high. The main objective to consider the students’ proficiency level is according to QN Naveed, A Muhammad, S Sanober, MRN Qureshi, A Shah [28], that user friendly interface and clear contents adjusted to students’ knowledge of a blended learning course will affect their pleasure and satisfaction.

4) *The Course was Flexible.* The participants pointed out that they were given an opportunity to learn and understand the materials at any times and in any places. *“We could do the activities anytime and anywhere. The teacher gave duration for doing the task”* (Arletta). Thus, the students had a flexible time and place to learn the topic. With this opportunity, the students got experiences in two different ways, both inside and outside the classroom. *“I can learn and do the online materials in my own boarding house”* (Antoni). By providing blended learning, the students can study the material either

through face-to-face learning in the classroom or online in their respected home.

Eventually, blended learning facilitates the students to understand the lessons in a more flexible and efficient way. This finding is supported by N. P. Napier, S. Dekhane, and S. Smith [20] who stated that in blended learning courses, students appreciated flexible scheduling, self-paced online materials, and face-to-face interaction with the teacher and other students. By having the learning materials from the online learning as an addition to the classroom meeting, the students can further study the lessons and enhance their understanding. Therefore, by having both the online and offline delivery at once, the students are able to understand the lessons better.

5) *The Course Improved the Students' Language Skills.* The participants admitted that the combination of both online and face-to-face interactions in the LSFS course enhanced their English proficiency. This approach provided some activities and practices which exposed the students with the language. By having a continuous practice and exposure, as the result, their English skills were improved. The participants declared that their English skills enhanced, including: the *listening*, *speaking*, and *spelling* skills.

a) *Listening skill.* The participant admitted that, *"I felt my English listening skills increased after joining the LSFS Blended Learning course,"* (Dyane). The same point was expressed by Shanti, she said, *"the activities in the LSFS course trained my listening skills, especially the listening comprehension practice/test both in the classroom activity and in the online meeting"*. Another confession was delivered by Antoni. To him, his listening skill was trained because of the teacher's language instruction. The teacher's use of English in the face-to-face meetings facilitated his listening skills. He explained, *"The explanation from the teacher in English improved my listening skills as I have to understand the teacher's instruction in English"* (P1.30).

b) *Speaking skill.* The participants asserted that blended learning facilitated them to practice their speaking skills. As stated by Ferro, *"the emceeing assessment enhanced the students' speaking skills and self-confidence"*. Other participants also stated that in general, the video recording assessments of telephoning and emceeing topics in LSFS course trained and improved their speaking skill.

c) *Spelling.* Other language proficiency being improved as perceived by the freshmen participants was spelling. One of the activities in the online course provided by the teacher was Spell-It by Merriam Dictionary. Hilda, Arleta, Shanti, and Antoni admitted that they knew how to spell the English words that they did not know. The participant acknowledged that, *"The materials embedded in the online learning activity from the Meriam Webster trained my English pronunciation"* (Hilda).

B. Students' Choice on the Delivery Mode for Other Courses.

When the six freshmen participants were asked on which delivery mode they prefer for other future courses, the majority of them explicitly stated that they prefer the blended learning instruction which combine the traditional classroom setting and the online delivery. Shanti justified her choice regarding the blended learning instruction, *"I preferred Blended Learning for when I missed an information in the*

classroom, I can double-check and review it from the online learning". Differ from Shanti and other four participants, Ferro chose the face-to-face meeting as if she is confused or has question, she can directly ask the teacher. She added that she could also have a direct contact with their classmates.

V. CONCLUSION AND IMPLICATION

This study aimed at exploring the freshmen's voice towards blended learning implementation of the LSFS course and finding out their learning mode preference for the future courses they will take. The study determined how the participants viewed the learning materials, the learning activities, the course difficulty level, the course flexibility, and the course significance to the students' language skills organized as a blended learning instruction. Regarding the students' voices towards the LSFS blended learning course, the freshmen participants reported that the blended learning approach, both the online and offline modes, was suitable for the teaching of English listening and speaking skills focusing on the formal context. The designed materials were appropriate and acceptable for the freshmen of English language education department. The findings had implied that blended learning model for the Listening and speaking for Formal Setting course had been satisfactorily designed and developed. Regarding the online learning instruction, even though it is considered relevant to the course design, some points need to address. In addition, from the interview, the participants showed an excitement for the adaptation of blended learning approach, especially for its flexibility, adaptability, significance towards their language skills, and more noteworthy allowances for being autonomous and self-regulated.

These findings reflect comparable outcomes from the former studies on blended learning implementation in the university level. A vast majority of the participants on the course favored the blended learning instruction they had enrolled, with just a few showing a requirement for having more face-to-face mode of instruction. While a few students showed a tendency for more in-classroom contact, in general, these outcomes seem to support the adaptation of the blended learning instruction for the LSFS course. The students were committed to the blended learning instruction through the materials, activities, tasks, forum, face-to-face class sessions, and offline assessments. Eventually, the combination of both modes provided flexibility and facilitated a meaningful learning experience on the course.

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